Online Program Review and Student Learning Outcomes Assessment Report

For Academic and Career-Technical Programs

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Introduction
Online Program Review and Student Learning Outcome Assessment Report

Accreditation, Title V, and Contra Costa Community College District administrative policy (AP 2900.10) all require that Contra Costa College have a program review process to evaluate all departments on campus. This includes all academic and Career Technical Education (CTE) programs, the library, and all learning support services, student services and administrative units. This document addresses the program review process for academic and CTE programs only. The review process is conducted once every four years and includes the assessment analysis of student learning outcomes. In addition to the four year review, CTE programs conduct an update in the intervening two year period. SLO analysis does not need to be included in the two-year CTE updates unless desired.

The primary objectives of program review are to assure the quality of educational programs, to promote student success and learning outcomes, and to ensure the effectiveness of institutional support for programs. More specifically, program review and SLO assessments are undertaken for the following reasons:

   1. To evaluate how well a program functions in relationship to
        (a) the department's learning outcomes, course objectives and mission statement;
        (b) the college mission statement, institutional goals and outcomes; and
        (c) the priorities and needs of the community.
   2. To strengthen and integrate planning, decision making, and scheduling.
   3. To encourage program development and improvement.
   4. To improve the use of college resources.
   5. To comply with Title V, accreditation and matriculation requirements.

The program review and SLO assessment process is an internal review for the purpose of strengthening the programs themselves. It is not the purpose of the process to reduce, eliminate, or otherwise negatively impact the unit being reviewed or its staff. The review process will result in recommendations that once validated, reviewed and confirmed will be incorporated into proposals for program budgets or staffing. Final decisions regarding budget and staff resource allocation will be made through the college governance structure, including appropriate input from the Academic Senate, the College Council Budget Committee and collective bargaining agents.

The Senior Dean of Instruction will be responsible for the oversight and continuity of the program review and SLO assessment process, including overall initiation and coordination of the process and maintaining the program review schedule. Frequently asked questions (FAQs) concerning the process may be found in Appendix A.

ONLINE PROGRAM REVIEW

The Program Review and SLO Assessment Report—Eight Steps
The program review and SLO assessment report includes the following steps. Each step is discussed in more detail on the following pages.

1. Complete the SLO Assessment (SLOA) Reports in Curricunet for all courses and programs. (Upload reports into your program review OneDrive cloud folder and provide a link to the reports in the comments area in section II) (See Appendix E)

2. Obtain division confirmation of the SLO assessment results (Upload confirmation into your program review OneDrive cloud folder folder and provide a link to the document in the comments area in section II) (Appendix E)
3. Collect other data and supporting documents. (Upload documents into your program review OneDrive cloud folder folder and provide a link to the documents in the comments area in section II) (Appendix E)
4. Form a self-study committee and write the self-study report using the WEPR online template (Appendix C)
5. Upon completion email Senior Dean of Instruction, Division Dean, and Assistant to the President to inform them the self-study is complete.
6. Make arrangements to either meet in person or via electronically with your program review validation team.
7. Make any required changes, and write a response to the validation team's report (if necessary)
8. Submit any other required information to the final program review document

Quick reference @ how to navigate the WEPR online program review template (Appendix C)

1) Go to http://web.dvc.edu/wepr
2) Log in using your web advisor user name and password
3) Click on the YEAR you need access TO WRITE YOUR PROGRAM REVIEW
4) Click on online form
5) Click on CCC PR Section I – Unit Plan
6) At the top right of the web page, click on EDIT
7) Previous recommendations are input by presidents office, budget information is input by business office and division deans.
8) Scroll down and respond to the progress on recommendations, accomplishments, challenges, budget needs, supply requests, equipment requests, faculty and staffing requests, and facilities requests.
9) When you are done filling out that area, click on the large down arrow at the middle bottom of the page
10) NEXT Click on Program review details
11) The statistics in this area will be populated by the district office, the department just needs to select a "trend" and provide comments for section II A1-A3 in the text box provided
12) Click on the large down arrow at the middle bottom of the page.
     this allows you to click into area B1-B6, select a "trend" and provide comments.
13) Continue this process until you have completed areas A-D for academic areas, and areas A-E for CTE programs.
14) CTE ONLY—Fill in the comment areas within all E areas (contact Kelly Schelin for labor and wage information)
15) Click on down arrow, click on program review summary section III
16) Fill all applicable areas goals, Section III   A-E.
17) Each self-study faculty member involved in the program review process needs to type in their own name into the signature page, this provides an electronic signature.

18) ELECTRONICALLY SUBMIT/ Email the Senior Dean of Instruction (currently Tish Young), Executive Assistant to the President (currently Michael Peterson) and your area Dean. Then wait for the validation teams comments
19) If necessary respond to the validation teams comments

Step 1.   The Student Learning Outcomes Assessment (SLOA) Report

The program learning outcome assessments (PLOA) and student learning outcome assessments (SLOA) must be completed in Curricunet, then PLOA and SLOA reports need to be uploaded into a cloud folder (Appendix E) that allows for public access to the documents: The report links need to be placed in the related comment box in section II c.

Student learning outcomes should be continually assessed throughout the four year period between reviews. For best results, student learning outcomes in each course should be assessed at least three semesters out of the eight semesters of the program review cycle. The semester assessment results are collected and recorded for review and analysis at the department level. The detailed raw data in Curricunet (section by section assessment results) is not submitted with the SLOA Report. This raw data is recorded and archived in Curricunet for department use.

More details about Student Learning Outcomes can be found in the SLO Handbook which is posted on the Academic Senate web site.

Step 2. Division Confirmation of the SLO Assessment (SLOA) Report
Confirmation of the SLO Assessments occurs at the division level prior to submission of the program review document. The following SLO assessment confirmation process is recommended.
   a. Each semester, those units undergoing program review will present a summary of their SLO Assessment (SLOA) Report at a division meeting. A certain amount of time at the meeting will be devoted to an open discussion. This will encourage a cross-disciplinary dialog.
   b. Use the minutes of the meeting as documentation of the dialogue and evidence of the confirmation process, which will be uploaded into the program review public cloud account. (See Appendix E for OneDrive file creation)
However, each division may adopt their own SLO confirmation process.

Step 3. Collecting Data and Supporting Documents

For instructional programs, most required program review data will be uploaded by the district and it will include:
   ** Course completion, retention and success rates, FTE/FTES
   ** Program, degree and certificate completion rates,

Department budget information shall be uploaded by the Business services and Division Deans

Additional data is required for CTE programs
   ** Scores on required licensure exams
   ** CTE programs need to include Advisory Committee Minutes and Core Indicator Outcomes. (Minutes to be uploaded into the OneDrive program review document folder, See Appendix E)

** Complete areas E1-E3. Dean of Workforce and Career Technical Education will provide a link to the Economic Modeling Occupational Overview document. Make sure that link is placed in E.1, then provide an analysis of that report. In addition, a link to the programs College Core Indicators will be provided. Make sure that link is placed in E.2, then provide an analysis of that report. The section E.3, "Advisory Committee Involvement" requires the department to respond to the area prompts above the comment box, and paste a link to the advisory board meeting minutes in the comment box. (The instructions on "how to create a "onedrive" public file for your advisory board minutes is located in "Faculty Resources" at the bottom of the CCC home page, in the Program Review tab).

**Some individual courses or series of courses end with the grant of a single course certificate, multiple course certificates, non-credit certificates, or Certificates of Accomplishment. These certifications and certificates are not included in the district data so DEPARTMENTS MUST ADD THE STATISTICAL INFORMATION FOR THESE CERTIFICATES OF ACCOMPLISHMENT TO THEIR WRITTEN EXPLANATION OF DEGREES AND CERTIFICATES AWARDED. The information can be added in the comments box.

The definitions of data provided by the Research and Planning Office is explained in more detail in Appendix B.

Optional supporting documents and information may be uploaded into the OneDrive program review folder (See Appendix E) include the following.
  A. information which is unique to a particular instructional program;
  B. survey results (of current and former students, faculty, classified staff, and/or other appropriate parties (e.g., administrators, advisory committee members); and
  C. any additional information that is relevant to a particular review cycle.

Assistance on the interpretation and use of the data is available from the Research and Planning Office, Dean of Workforce Development, and/or the SLO Coordinator.

Step 4. The Self Study Report

a) **Self-Study Committee** – The self-study will be conducted by a committee of at least three full or part-time faculty members from the program being reviewed. The number may be smaller if the department has fewer faculty. It is strongly recommended that a student representative, selected by the department chair, also be involved. The committee may choose the option of including additional members, as deemed appropriate. The Department Chair will convene the self-study group, in consultation with the program members. The program validation team will check in regularly to provide assistance when needed.

b) **Self-Study Report** –The written self-study report needs to include the following;
  i) Section I
    • Unit Plan is a collection of the annual plans since the last program review, and it includes, progress on recommendations, accomplishments/Improvements, unit challenges and issues, budget information, supply requests, equipment requests, faculty and classified staffing requests, and facilities requests.
  ii) Section II.
    A) Provide comments and explanations for the enrollment statistics provided (A1-A3)

B) Provide comments and explanations for the student success statistics provided (B1-B6)
C) Provide comments and explanations for the course student learning outcomes, changes to curriculum, pedagogy, etc. to work towards improvements, plans, and procedures. Provide comments and explanations for program level student learning outcomes for curriculum, plans and procedures, degrees awarded, and articulation information (C1-C3)
D) Provide comments and explanations for the faculty information (D1-D3)
E) CTE programs only - Provide analysis of the attached reports, and report out on the advisory board meetings and minutes. Attach link to advisory board meeting minutes. (E1-E3)

iii. Section III.
- Provide a summary
  A) Department goals
  B) Content review efforts
  C) Professional development
  D) Survey results (if applicable)
  E) Outreach efforts (if applicable)

c) **Submission**

After the self-study report is finished in the online template, the department program review lead will send an email to your program validation team, Division Dean, the Senior Dean of Instruction, the Executive Assistant to the President letting them know the department program review is completed and ready for online validation team review. The Executive Assistant to the President will provide the validation team access to the online self-study report for validation review early in the Fall semester.

Step 5. Meet with your Program Review Validation Team. (Appendix G)

The department self-study team and validation team can choose to complete this process utilizing online exchange, or in-person meetings.
The Validation Process
1) Validation team members receive notification of their responsibility to review a specific departments program self-study
2) Through email exchange the validation team will choose a validation team lead, decide if they want to proceed using online exchange or conduct in-person meetings, and create the validation timeline for work completion (if you need help contact the Academic Senate)
3) Validation team members will individually log into the self-study WEPR online program review, review the validation form and format to see what types of information is expected to be provided in the departments self-study, then read through the entire departments online self-study report (See Appendix G)
4) The validation team will contact the program review team regularly, to provide assistance as needed.
5) The validation team review is to analyze the commendations/strengths (what the department is doing well) and recommendations/areas of concern/necessary changes (what the department needs to continue doing/start doing/or change to enhance the college, department, program, or student learning outcomes).
6) After reviewing the self-study and supporting documents, the validation team can have each member of the team provides comments for the entire validation, or they can split up the writing, then come back to review the entire validation report for accuracy and further input

7) Once the validation report is finalized, the validation team lead contacts the self-study group to either meet in-person, or in an online format to discuss the validation results as well as any recommended changes.
8) For more information about Program Review Validation Teams, see below.

Step 6. Self-Study Team Responds to the Validation Team Report: (if necessary)
The members of the self-study team review the validation team's report for accuracy and respond in writing, if necessary. This response could also include any subsequent revisions to the self-study report.

Step 7. Submit the final Online Program Review Report:
The Final Report should include:
1) Program Review/Self-Study Report with all attachments uploaded into CCC "onedrive" account that allows for public access.
2) The Validation Team's Report
3) The Self-Study Team's Response, if necessary.

CTE 2-year update (Appendix F)

Career Technical Education (CTE) Program Review Two-Year Update--Required between regular Program Reviews.

CTE programs will participate in the full program review process (as outlined in the preceding sections) every four years.

In addition, CTE programs will conduct a modified program review (2 yr update) every two years, see Appendix D—"preparing a CTE Program Review Update for online submission". The program review/self-study lead will send an email to the program validation team, the Senior Dean of Instruction, the Executive Assistant to the President, and to the area Dean to let them know the self-study report is complete and it is available online.

SLO Assessment Reports are required for the full program review, BUT not for the CTE PR 2-year. update. In other words, SLO Assessment Reports are due every four years not every two years.

1. As in the full program review process, a self-study committee should be convened to prepare the CTE PR 2 year update. The self-study committee should be comprised of a total of three full/part-time faculty from the program being reviewed. This number may be smaller if the department has fewer faculty members. It is strongly recommended that a student representative, selected by the Department Chair, also be involved in the process. The self-study committee may choose the option of including additional members, as deemed appropriate by the committee. The Department Chair will convene the self-study committee, in consultation with the program members.

2. The master list of program units to be reviewed is posted on the CCC home page in the faculty resources page, under the program review tab.

By completing the CTE PR 2 year update, a program complies with the requirements of Title V.

Instructions for The CTE PR 2-year update, outlined in Appendix F, contains the following online template elements:

Section I   Respond to all items in section I.
                .
Section II.   Respond to B1-B6   E1-E3

   A.   B1-B6, select a "trend" and provide comments.   All additional reports need to be uploaded into the program review OneDrive and a link to those documents must be placed in the section II comments box.

   B. Click on large down arrow at the middle bottom of the page, Click on area E, Complete areas E1-E3. Dean of Workforce and Career Technical Education will provide a link to the Economic Modeling Occupational Overview document. Make sure that link is placed in E.1, then provide an analysis of that report. In addition, a link to the programs College Core Indicators will be provided. Make sure that link is placed in E.2, then provide an analysis of that report. The section E.3, "Advisory Committee Involvement" requires the department to respond to the area prompts above the comment box, and paste a link to the advisory board meeting minutes in the comment box. (The instructions on "how to create a "onedrive"public file for your advisory board minutes is located in "Faculty Resources" at the bottom of the CCC home page, in the Program Review tab).

   C. Each self-study faculty member involved in the program review process needs to type in their own name into the signature page, this provides an electronic signature.

   D. ELECTRONICALLY SUBMIT/ Email your program validation team, the Senior Dean of Instruction, Executive Assistant to the President, and your area Dean. Then wait for the validation team comments

Special attention must be paid

a. When responding to the labor market analysis, it requires demonstrating that there are viable jobs for program completers in the region. To really be effective, this section would need to provide information about the projected percentage of job growth over time (typically provided in 3, 5, or 10 year projections depending on what labor market information source is used) and average wages for common job descriptions in the field. The CCC campus Dean of Workforce and Economic Development (currently Kelly Schelin) can provide help interpreting the data, if the department requests such help.

b. If applicable, other important information to include: innovations to meet industry changes, Cal Pass data, Perkins grant data, community and industry connections need to be included in the program review.

Validation Team Responsibilities (Appendix G)

The Validation Team – The validation will be conducted by a committee composed of the following members:

1. One manager appointed by the college President.
2. One faculty member appointed by the Academic Senate President.
3. One classified staff member appointed by the Classified Senate President.
4. One student appointed by the Associated Student Union President.
5. Optional: CTE Validation teams can include a current member of the program's advisory committee appointed by the department chairperson.

Validation Team Chair – The validation team shall be chaired by one of the validation team members from outside the area being reviewed. The validation team chair will be selected by the validation team.

Duties of the Validation Team – The duties of the validation team shall include:
1. Contact the PR self study group and offer assistance as needed.
2. Review the PR self study report prepared by the self-study team and verify its accuracy and completeness throughout the development of the PR report.
3. Have online discussion or in-person meeting with the self-study group to discuss the self-study report.
4. Review the self-study report to analyze the commendations/strengths (what the department is doing well) and recommendations/areas of concern/necessary changes (what the department needs to continue doing/start doing/or change to enhance the college, department, program, or student learning outcomes).
5. Provide a written summary of finding in the online program validation/self-study report template.
6. Communicate online or meet again with members of the self-study team to discuss the validation team's findings (if necessary).
7. Email the Planning Chair when the validation is complete.

APPENDICES
A-L

Appendix A: FAQs Online Program Review and SLO Assessment Report

1. What is Program Review?

   Program Review is a self-study completed by all units on campus. It is one of the key components used in measuring Contra Costa College's institutional effectiveness. It is a process of self-study, evaluation, and planning. The primary objective of Program Review is to assure the quality of educational programs (including instructional, student services, and institutional support services), promote student success, improve learning outcomes and the teaching/learning experience and ensure the effectiveness of institutional support for programs.

2. Why do Program Review?

   Program Review is a recommended way to monitor, maintain, and improve department effectiveness. It helps us evaluate how well an educational program functions in relation to its objectives, the mission of the college, the college's institutional goals and priorities, and the needs of the community. Program Review also strengthens planning, decision making, and scheduling. It helps improve the use of college resources. By doing Program Review you also help in complying with Title V, accreditation and matriculation requirements.

3. Is the Program Review required?

   Yes. Accreditation, Title V, and Governing Board Administrative Policy all require that Contra Costa College have a Program Review process to evaluate educational programs. The Accreditation Standards require documentation of the SLO Assessments and recommend it be incorporated into the Program Review Process.

4. How often must the Program Review and SLOA Reports be done?

   Academic programs must complete a Program Review and SLOA Report every four years. CTE programs complete the self-study every two years—a full program review with SLOA Report every four years with a Program Review Update in the intervening 2-year period.

5. When is my department scheduled for Program Review?

The program review schedule is published on the college website, faculty and staff resources, program review, then click on program review schedule.

6. Where and when do I get the online shell and the Research and Planning data for my department's Program Review?
   The college is working toward the automatic creation of program review online shells at the beginning of each school year (August). Most department data will already be uploaded into the online program review shell. The Division Dean will upload all budget information.   If for any reason your department shell is not at the **web.dvc.edu/wepr** website, please contact the Academic Senate President to assist you.   In addition, CTE programs can contact the director of work force and economic planning to assist with the labor market analysis research.

7. Where can I see examples of past Program Reviews?
   Contact the Academic Senate President to provide you access to view other completed program reviews.   Once the program reviews are finalized through the validation process, a copy will be placed on the P drive for public viewing.

8. Who is responsible for completing my department's Program Review and SLOA Report?
   The Program Review is a collaborative process. Essentially, all faculty members in a department have ownership of a department's Program Review and Program Review process. In the case of instructional departments, all faculty are required to assess Course Level Student Learning Outcomes in their classes. For instructional programs and non-instructional units, the process for assessing student learning outcomes should be shared and based on collaborative efforts.

9. What happens if my department misses the Program Review deadline?
   Please contact the Senior Dean of Instruction and Academic Senate to reach agreement on a new deadline. The college has instituted a policy, if a department fails to submit their program review by the deadline, that department is not eligible for budget augmentation funds until the program review is complete and submitted.

10. Is it possible to delay a Program Review?
    Personnel changes and department reorganization are just two possible reasons which would justify rescheduling a department's Program Review. Please contact the Senior Dean of Instruction and Academic Senate for approval of the rescheduling request.

11. How long does my department have to complete a Program Review?
    As a rule, you have the fall semester to create a thorough draft of your online program review. A member of the validation team will be available to provide friendly help when needed. Once complete, the email notification that the electronic self-study report is complete is sent to the Senior Dean of Instruction, Executive Assistant to the President, and area Dean.   The Validation team will receive an email message alerting them that the departments online program review is ready and available to view at the web.dvc.edu/wepr website.

12. Are SLO Assessment Reports for both courses and programs required?

Yes. In 2002 the Accrediting Commission for Community and Junior Colleges revised the *Standards of Accreditation* and added student learning outcomes. The student learning outcomes standards require institutions to provide evidence of a conscious effort to:

- make learning the institution's core activity,
- support and produce student learning,
- measure that learning,
- assess how well learning is occurring,
- make changes to improve student learning,
- organize its key processes to effectively support student learning,
- allocate its resources to effectively support student learning, and
- improve learning as an important means to institutional improvement.

13. Are SLO and PLO assessments required for CTE 2 yr updates?

NO. Reporting out on SLO and PLO assessments is not required during the CTE 2 yr update.

Appendix B: Definitions of Data Provide by the Office of Research and Planning.
The Research and Planning office will provide the following enrollment and staffing data to departments for use in their Program Review. It will automatically be loaded into the program review online shell. Data will be provided for the most recent preceding three years by course, by discipline/department and by division.

Term	Definition
FTES	Full time equivalent students
Load (WSCH/FTE).	Weekly student contact hours per full-time equivalent faculty.
Number Enrolled	
Number of Sections	
FT, PT.	Full-time faculty, part-time faculty.
FTEF	Full-time equivalent faculty
Percent Fill	Actual enrollment/allowable enrollment
Percent Retention	Number of students at last day earning grades of A, B, C, D, F, I, CR, NC/number of students at census
Apportionment Income	Revenue earned based on the number of FTES generated at the rate of $207 per FTES
Expense	Program costs in faculty, classified staff, supplies, equipment, and other. Only direct costs attributable to a program are listed here, not indirect costs chargeable to multiple programs such as staff assistants, administration, mailing, telephones, etc.
Classified Staff FTE	Full-time equivalent classified staff
Student Assistant FTE	Full-time equivalent student assistants
Annual Cost/FTES	Total cost/total FTES
Growth Trends	Enrollment trends with multiple measures including FTES

Appendix C: Quick reference @ how to navigate the WEPR online program review template

1) Go to http://web.dvc.edu/wepr
2) Log in using your web advisor user name and password
3) Click on the YEAR you need access TO WRITE YOUR PROGRAM REVIEW
4) Click on online form
5) Click on CCC PR Section I – Unit Plan
6) At the top right of the web page, click on EDIT
7) Previous recommendations are input by presidents office, budget information is input by business office and division deans.
8) Scroll down and respond to the progress on recommendations, accomplishments, challenges, budget needs, supply requests, equipment requests, faculty and staffing requests, and facilities requests.
9) When you are done filling out that area, click on the large down arrow at the middle bottom of the page
10) NEXT Click on Program review details
11) The statistics in this area will be populated by the district office, the department just needs to select a "trend" and provide comments for section II A1-A3 in the text box provided
12) Click on the large down arrow at the middle bottom of the page.
    this allows you to click into area B1-B6, select a "trend" and provide comments.
13) Continue this process until you have completed areas A-D for academic areas, and areas A-E for CTE programs.
14) CTE ONLY—Fill in the comment areas within all E areas (contact Kelly Schelin for labor and wage information) E1-E3
15) Click on down arrow, click on program review summary section III
16) Fill all applicable areas goals, Section III   A-E.
17) Each self-study faculty member involved in the program review process needs to type in their own name into the signature page, this provides an electronic signature.
18) ELECTRONICALLY SUBMIT/ Email your validation team, the Senior Dean of Instruction, Executive Assistant to the President, and your area Dean. Then wait for the validation team's comments
19) If necessary respond to the validation team's comments

Appendix D: Guidelines for using the Online Program Review and SLOA Self Study

Section I
- Program annual plan to include, prior program review recommendations, accomplishments, challenges, budget, supply, equipment, and staffing requests
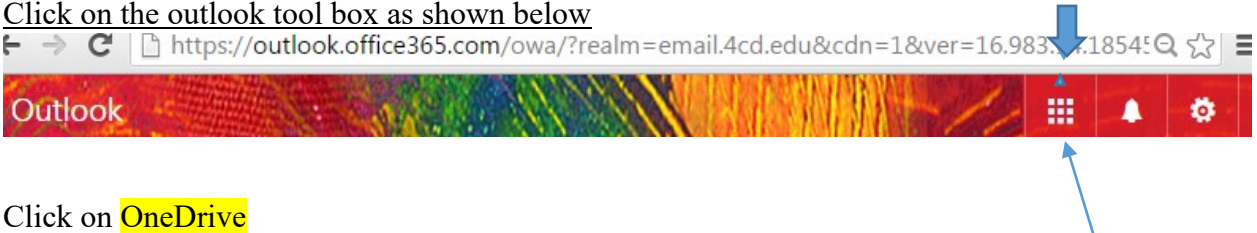
Section II.
- Program statistics and explanations

**Provide comments and explanations for the enrollment statistics provided (section 2 A1-A3)

**Provide comments and explanations for the student success statistics provided (section 2 B1-B6)

**Provide comments and explanations for the course student learning outcomes, changes to curriculum, pedagogy, etc directed towards improvements, plans, and procedures. Provide comments and explanations for program level student learning outcomes for curriculum, plans and procedures, degrees awarded, and articulation information (section 2 C1-C3)

**Provide comments and explanations for the instructional unit resource needs statistics provided (section 2 D1-D3)

**CTE programs only—(section 2 E1-E3)

**The Business Office will upload all division and department budget information (if that information is missing, please contact your division dean)

Section III.

- Provide a summary
  **New department goals for the next program review
  **Content review efforts
  **Professional development efforts
  **Survey results
  **Outreach efforts

Appendix E: Creating OneDrive Cloud Files for program review

1) Log into outlook office 365 (from the web, not intra-college outlook)
2) Click on the outlook tool box as shown below
3)

4) Click on OneDrive

5) Click on ⊕ New, then click on FOLDER   (title it program review documents)

6) On the far right of the folder click on your name under the sharing heading

7) Click on INVITE PEOPLE

8) Add all individuals who will need access and ability to upload files and edit files (choose CAN EDIT) for these individuals because they are helping upload program review documents (SLOA, marketing info, CTE-labor market info, advertising, department brochures, etc.) (invitees will log in using their college user name password)

9) CTE areas need to add Kelly Schelin, so she can upload your labor market info directly into your folder

10) Click on the folder title

11) If your folder is program review documents,   you can now create subfolders in the main folder to separate out different document types in order to stay organized, for example: marketing documents,   SLO assessments, division minutes, etc.. (OR you can copy and paste all documents into one original program review documents file). You will be able to create a link to each separate file to insert into the program review online template at the appropriate location.

12) To load files into your folders first choose a folder, click on it , then Click on UPLOAD select all documents you want to upload into that individual folder (one folder at a time)

ALL OF THESE FOLDERS AND FILES ARE "CAN EDIT" for only the individuals you invited to join your OneDrive.

NEXT
Creating READ ONLY for PUBLIC ACCESS links to the documents in a folder

13) Click on the 3 little dots next to the title of the individual file (not the folder) see below

📄 word highlighted prog...	•••	5 hours ago	Watkins, Randy	144.5 KB	👥 Shared
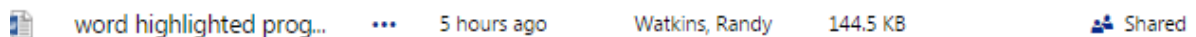
14) Click on GET A LINK
15) Click on the BIG Rectangle box that says   "Edit link- Contra costa community college district employees"   (if you leave it on this link, only ccc district employees will be able to view it while logged into the district or college server
16) Click on VIEW LINK – NO SIGN IN REQUIRED   the link will appear below in the smaller rectangle box
17) COPY AND PASTE the entire https://email4cd.my.sharepoint.com/   link into any document/email/program review box   so anyone and everyone can view the attached documents without signing into our district server.
18)   Here is an example of a document I posted in OneDrive and created a view only public link
https://email4cd-my.sharepoint.com/personal/bgoehring414_email_4cd_edu/_layouts/15/guestaccess.aspx?guestaccesstoken=ciL%2fTuWP2VI4kpuwgjkIqOiIH8nQ5YltAdjl3dXTX4M%3d&docid=0c24bf6c86a38495aae0d0b076365df6d

IMPORTANT: creating the link in the above process must be done, so you can insert that link into your program review document to provide your PR evidence.

If you want or need to, you can allow all of the college community to access your program review attachments in a CAN VIEW only format separate from your program review document by following the visual below.
(YOU MUST TYPE THE WORD IN CORRECTLY or it will not work   "Everyone")

NEXT

You can share from Invite People for Public without using a link using EVERYONE or EVERYONE except external users

Share 'program review documents'

🔒 Only shared with you

Invite people	EVERYONE	Can view ▾
Get a link	Everyone	
Shared with	Everyone except external users	

☑ Share everything in this folder, even items with unique permissions.

☐ Send an email invitation

Share

Appendix F: Outline for the CTE 2 yr Update

Instructions for The CTE 2 yr Update

Section I   Respond to all items in section I Annual Plan .
.
Section II.   Respond to B1-B6   E1-E3

1. Go to http://web.dvc.edu/wepr

2. Log in using your web advisor user name and password

3. Click on the YEAR you need access TO WRITE YOUR CTE 2YR UPDATE

4. Click on online form

5. Click on CCC PR Section I – Unit Plan

6. At the top right of the web page, click on EDIT

7. Previous recommendations are input by presidents office, budget information is input by business office and division deans.

8. Section I Respond to all items in section I   (progress on recommendations, accomplishments, challenges, budget needs, supply requests, equipment requests, faculty and staffing requests, and facilities requests)

9. When you are done filling out that area, click on the large down arrow at the middle bottom of the page

10. NEXT Click on Program review details

11. Section II. Respond to ONLY B1-B6 & E1-E3

12. B1-B6, select a "trend" and provide comments. All additional reports need to be uploaded into the program review OneDrive and a link to those documents must be placed in the section II comments box.

13. Click on large down arrow at the middle bottom of the page, Click on area E, Complete areas E1-E3. Dean of Workforce and Career Technical Education will provide a link to the Economic Modeling Occupational Overview document. Make sure that link is placed in E.1, then provide an analysis of that report. In addition, a link to the programs College Core Indicators will be provided. Make sure that link is placed in E.2, then provide an analysis of that report. The section E.3, "Advisory Committee Involvement" requires the department to respond to the area prompts above the comment box, and paste a link to the advisory board meeting minutes in the comment box. (The instructions on "how to create a "onedrive"public file for your advisory board minutes is located in "Faculty Resources" at the bottom of the CCC home page, in the Program Review tab).

13. Each self-study faculty member involved in the program review process needs to type in their own name into the signature page, this provides an electronic signature.

14. ELECTRONICALLY SUBMIT/ Email your program validation team, the Senior Dean of Instruction, Executive Assistant to the President, and your area Dean. Then wait for the validation team comments

15. If necessary respond to the validation team comments

Special attention must be paid
a. When responding to the labor market analysis, it requires demonstrating that there are viable jobs for program completers in the region. To really be effective, this section would need to provide information about the projected percentage of job growth over time (typically provided in 3, 5, or 10 year projections depending on what labor market information source is used) and average wages for common job descriptions in the field. The CCC campus Dean of Workforce and Economic Development (currently Kelly Schelin) can provide help interpreting the data, if the department requests such help.

b. If applicable, other important information to include: innovations to meet industry changes, Cal Pass data, Perkins grant data, community and industry connections need to be included in the program review.

All additional reports need to be uploaded into the program review OneDrive and a link to those documents must be placed in the section II comments box.

Appendix G   Validation Team Process

The Validation Process

The Validation Team – The validation will be conducted by a committee composed of the following members:

5. One manager appointed by the college President.
6. One faculty member appointed by the Academic Senate President.
7. One classified staff member appointed by the Classified Senate President.
8. One student appointed by the Associated Student Union President.
6. Optional: CTE Validation teams can include a current member of the program's advisory committee appointed by the department chairperson.

Validation Team Chair – The validation team shall be chaired by one of the validation team members from outside the area being reviewed. The validation team chair will be selected by the validation team.

Duties of the Validation Team – The duties of the validation team shall include:

1. Contact the PR self study group and offer assistance as needed.

2. Review the PR self study report prepared by the self-study team and verify its accuracy and completeness throughout the development of the PR report.

3. Have online discussion or in-person meeting with the self-study group to discuss the self-study report.

4. Review the self-study report to analyze the commendations/strengths (what the department is doing well) and recommendations/areas of concern/necessary changes (what the department needs to continue doing/start doing/or change to enhance the college, department, program, or student learning outcomes).

5. Provide a written summary of finding in the online program validation/self-study report template.

6. Communicate online or meet again with members of the self-study team to discuss the validation team's findings (if necessary).

7. Email the Planning Chair when the validation is complete.

1) Validation team members receive notification of their responsibility to review a specific departments program self-study

2) Through email exchange the validation team will choose a validation team lead, decide if they want to proceed using online exchange or conduct in-person meetings, and create the validation timeline for work completion (if you need help contact the Academic Senate)

3) Validation team members will individually log into the self-study WEPR online program review, review the validation form and format to see what types of information is expected to be provided in the departments self-study, then read through the entire departments online self-study report

4) Go to http://web.dvc.edu/wepr   or from the CCC home page click on faculty and staff resources, scroll down and look to the right of the page, you will see "link to online program review" click on it, once you are at the WEPR site, click on log in

5) Log in using your web advisor user name and password

6) Click on the YEAR you need access to
   WRITE YOUR VALIDATION REPORT

7) Click on the ONLINE FORM for the department self-study you were assigned to validate

8) Next to the title of the validation report, you should see YOUR ACCESS LEVEL, your level should say "FORM UPDATE" if it doesn't please contact either Academic Senate President, or Executive Assistant to the President to make the change.

9) Click on the title of the validation document, for example "**2017 Validation & Recommendation Form C**

10) The Goals from previous Validation will be input by the assistant to the president.

11) Click on the large down facing arrow at the bottom of the screen

12) The validation chair should collect input from each validation member, then type it into the validation form.

13) On top right side of web page, Click on EDIT to begin typing the validation commentary. Click on DATA to add input if the EDIT doesn't work.

14) Review the validation report criteria and commentary on analysis sections to familiarize yourself with the validation requirements

15) Click on the down arrow to view the signature page

16) Scroll back to the top of that page, click on BACK which will take you to the departments self-study report

17) You can view the report in the online form by clicking on each title of each section, for example

2017 CCC PR Section I – Unit Plan C7002 Biotechnology

2017 CCC Program Review Details (Section II.A-E) C7002 BIO TECH

2017 CCC Program Review Summary (Section II.A-E) C7002 BIOTECH

2017 CCC Validation & Recommendation Form C7002 Biotechnology

OR you can view the entire report as a PDF document by clicking on the VIEW PDF button at the top

online form	view PDF	download PDF	grant access
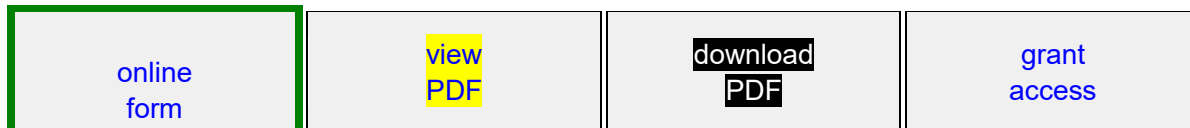
18) The self-study will have links to the supporting documents embedded in the PR, copy and paste those links into an internet browser to view the supporting evidence

19) After reviewing the self-study and supporting documents, the validation team can have each member of the team provide comments for the entire validation, or they can split up the writing, then come back to review the entire validation report for accuracy and further input

20) To input the evaluation and recommendations, click on the "Validation & Recommendations" title, for example
2017 CCC Validation & Recommendation Form C7002 Biotechnology

21) Skip the first page, click on the down arrow at the bottom of the page

22) ONLY THE VALIDATION TEAM LEADER WILL TYPE IN THE RECOMMENDATIONS FROM THE VALIDATION COMMITTEE.
To activate the editing function on this document, the TEAM LEADER will click on EDIT
The data input will auto save, so once you type in the information and choose the Rating you cannot change it without submitting a request to the WEPR IT staff. Please be sure of what you want to say here before you input the evaluation

commentaries.

23) The validation team selects a "Rating" for the as either "==Accepted== or "==Not Accepted=="" based on the "Review Criteria" and further ==selects a specific "Review Criteria"== based on the thoroughness of the self-study.

24) The validation team ==provides commendations and recommendations== based on the department program self-study.

25) The validation team ==selects one of the "Validation Team Recommendations"== areas that best describe the conclusion of the validation team report

26) Validation team writes final comments in the box provided

27) Click on down arrow at the bottom of the validation team recommendations page

28) All validation team members type in their name and title, then electronically sign and date the validation signature form

29) Once the validation report is finalized and signed, the validation team lead contacts the self-study group to either set up a time for the two committees to meet in-person, or arrange a timeline to discuss the validation results in an online format

30) The self-study group has an opportunity to respond to the validation report on the signature page before the report is submitted to the Senior Dean or VP of Instruction and forwarded to the President's Cabinet

31) After the validation process is complete, the validation team lead will contact/email the Senior Dean of Instruction, and the Executive Assistant to the President to inform them that the validation process complete and ready for President's Cabinet review.

Appendix H
Contra Costa College Mission Statement
Approved Fall 2014

Contra Costa College is a public community college serving the diverse communities of West Contra Costa County and all others seeking a quality education, since 1949. The College equitably commits its resources using inclusive and integrated decision-making processes to foster a transformational educational experience and responsive student services that ensure institutional excellence and effective student learning.

Additionally, the College adheres to the following goals, vision, beliefs, and values statements:

Strategic Goals

To fulfill its mission and to be consistent with its beliefs and values, Contra Costa College is committed to the following goals

Strategic Goals

1.   Equitably Improve Student Access, Learning and Success

Create opportunities for thoughtful reflection that uses quantitative and qualitative data to improve student outcomes.

2.   Strengthen Community Relationships and Partnerships

Build pipelines that guide and prepare both K-12 students and the adult population for success in higher education and employment.

3.   Promote Innovation, Create a Culture of Continuous Improvement and Enhance Institutional Effectiveness

Provide opportunities to enhance institutional effectiveness and opportunities for employees at all levels to continually gain new skills and knowledge, seek out effective practices, and share ideas with one another in order to continually enhance learning and improve student success.

4.   Effectively Optimize Resources to Support Student Learning and Success

Demonstrate sound judgement to effectively optimize the college's human, physical, financial and organizational resources to better serve its students and community.

Values

Contra Costa College's commitment to its mission derives strength and guidance from institutional values. As a community of educators, we value:

COMMITMENT to helping students learn and to improving the economic and social vitality of communities through education;

RESPONSIVENESS to the varied and changing learning needs of those we serve;

DIVERSITY of opinions, ideas and peoples;

FREEDOM to pursue and fulfill educational goals in an environment that is safe and respectful for all students, all faculty, all classified staff, and all managers alike; and

INTEGRITY in all facets of our college interactions and operations.

Institutional Student Learning Outcomes

1. Students will demonstrate ability to communicate effectively in writing using standard English.
2. Students will demonstrate competency in oral communication.
3. Students will demonstrate ability to critically evaluate ideas and information.
4. Students will demonstrate familiarity with major concepts in the natural sciences.
5. Students will demonstrate awareness of ethical issues in society.
6. Students will demonstrate awareness of the nature and value of the arts and literature.
7. Students will demonstrate ability to analyze and evaluate past events with reference to their historical context.
8. Students will demonstrate understanding of major concepts in the social sciences.
9. Students will demonstrate ability to analyze and manipulate quantitative information.
10. Students will demonstrate understanding of the elements of health and ability to articulate a health maintenance plan for the lifespan.
11. Students will articulate the importance of safe, regular physical activity for a healthy lifestyle.

12. Students will be able to locate, evaluate, synthesize, and communicate information.
13. Students will demonstrate the understanding of American institutions necessary to be engaged citizens.
14. Students will show awareness of cultural diversity.

Appendix I: District Strategic Plan 2014-2019

GOAL 1 ENHANCE STUDENT LEARNING AND SUCCESS:
Create opportunities for thoughtful reflection and organizational learning that use meaningful quantitative and qualitative data, dialogue with diverse member of the community, student feedback, and other information in order to improve student outcomes.

　1.1 Conduct activities that improve student performance in areas included in the Student Success Scorecard over time.

　1.2 Provide student support that focuses on student engagement and excellence in service.

　1.3 Support high-quality distance education as an option for increasing access and promoting student success.

GOAL 2 STRENGTHEN CURRENT AND CREATE NEW PARTNERSHIPS: Build pipelines that guide and prepare both K-12 students and the adult population for success in higher education and employment.

　2.1 Expand and deepen partnerships with educational institutions from preschool through four-year colleges, increasing both collaboration and alignment in order to expand access to the District for students of all backgrounds, ensure that enrolling students are prepared for success at the college level, and facilitate the achievement of bachelor's degrees and beyond.

　2.2 Increase partnerships with businesses, community organizations and public agencies to meet community, economic and workforce needs and serve as a force for positive change.

GOAL 3 CREATE A CULTURE OF CONTINUOUS IMPROVEMENT AND TANGIBLE SUCCESS: Provide opportunities for employees at all levels to continually gain new skills and knowledge, seek out effective practices, and share ideas with one another in order to continually enhance learning and improve student success.

　3.1 Bring together administrators, faculty, and staff within and across departments, divisions, and colleges to review relevant research and data, reflect on progress toward goals, and make course corrections as needed to ensure learning of the highest quality at all times.

　3.2 Conduct focused recruitment efforts that result in the hiring of employees who are sensitive to and knowledgeable of the needs of our continually changing student body.

　3.3 Create mechanisms to ensure employees have skills and knowledge to serve the needs of diverse students and implement practices that create equitable outcomes.

　3.4 Expose employees at all levels to opportunities that enhance their knowledge, skills, and abilities to identify and develop emerging and promising practices.

GOAL 4 BE GOOD STEWARDS OF THE DISTRICT'S RESOURCES: By word and deed, demonstrate sound judgment in the use of the District's current and potential physical and

fiscal resources. Deepen alignment and coordination among the district and its three colleges, leveraging the distinct assets of each institution as well as the unique power of their combined efforts to strategically tackle challenges, increase resource efficiency, and better serve our students.

      4.1 Develop processes within the District to enable the colleges to work both autonomously and collaboratively to increase operational and administrative efficiency and provide students programs and services of the highest quality.

      4.2 Develop practices and procedures that promote sustainability in all areas of the District, including but not limited to, instruction, operations, construction, facilities, land use, energy, water conservation, and environmental integrity.

      4.3 Practice fiscal prudence in order to ensure financial integrity and stability.

      4.4 Diversify sources of revenue. 4.5 Provide a safe physical environment that is conducive to learning

Appendix J:
Instructions--Student Learning Outcomes Assessment Report (SLOA Report)

The SLOA Reports (Appendix J) are to be uploaded into the self-study cloud folder (see Appendix E for instructions) in the portal. The public link to that document will be shared in the appropriate program review self-study section.
** Course level SLOA samples and the link are placed in section 2 area C1 in the (**Procedures?** Describe efforts to ensure that SLO assessments include a representative sample of sections). These documents function as supporting documentation to the analysis, recommendations and action plan contained in the body of the self study.
Program level SLOA samples and the link are placed in section 2 area C2 in the (Procedures?** Describe efforts to ensure that SLO assessments include a representative sample of sections). These documents function as supporting documentation to the analysis, recommendations and action plan contained in the body of the self-study.
**Also upload a copy of the Division Confirmation of SLOA completion: see below

Division Confirmation Process:
> Divisions will be responsible for confirming the SLOA Reports. It will be up to each division to determine how they will organize the confirmation process. The following process is recommended.

> Each semester, those departments undergoing Program Review will present a summary of their SLOA Report at a division meeting. Since there are probably only 2 or 3 departments per semester in each division required to submit an SLOA report, it should be possible to have these departments present their summary at regularly scheduled division meetings. A certain amount of time at the meeting would be devoted to an open discussion. This would encourage a cross-disciplinary dialog. The minutes of the meeting can be used as documentation of the confirmation process.

> Upload a copy of the division meeting minutes showing the presentation of the departments program review into the cloud documents folder. Create a public link and attached that link into the program review online document.

Appendix K: Standard IIA, Instructional Departments and Programs

The following are the standards used by the Accrediting Commission for the Community and Junior Colleges, Western Association of Schools and Colleges that relate specifically to SLOs for Instructional Programs. They are included here to aid in the development of your Program Level SLOs. (For a complete list of the standards see: www.accjc.org/ACCJC_Publications.htm.)

- *The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.* (Standard IIA)

- *The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.* (Standard IIA2i)

- *The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.* (Standard IIA3)